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Perceptions of Connective Leadership and Work Outcomes: The Role of Gender and Group Identification

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PERCEPTIONS OF CONNECTIVE LEADERSHIP AND WORK OUTCOMES: THE ROLE OF GENDER AND GROUP IDENTIFICATION

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PERCEPTIONS OF CONNECTIVE LEADERSHIP AND WORK OUTCOMES: THE ROLE OF GENDER AND GROUP IDENTIFICATION

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This study examines connective leadership, a theory of leadership largely ignored in research, in relation to work outcomes and other leadership styles. The purpose of this study was to increase the understanding of how connective leadership affects work outcomes. Two hundred forty-four undergraduate and graduate students (32% male and 68% female) from nursing, business, and psychology classes participated in the study. Participants completed measures of leadership perceptions, group identification, and work outcomes. Correlations, analysis of variance (ANOVA), and regression analyses were conducted to test the hypotheses. The results indicated that women were more often perceived to be connective leaders than men, while men and women were equally likely to report positive outcomes with leaders they perceived to be connective. Connective leadership was found to be predictive of positive work outcomes, even after controlling for negative affectivity, job and school stress, and transformational leadership. Employees who did not identify with their work group reported especially high levels of job satisfaction when their leader was perceived as connective. This research expands our knowledge of a lesser-known theory of leadership and suggests that connective leadership is a unique leadership style that may have important implications for employees.

Introduction

Leadership is one factor that can have a significant effect on the success of an organization. It is generally defined as guiding or directing followers toward the attainment of common goals (Landy, 2004). Leadership has also been defined as the process of persuasion and example by which an individual (or leadership team) induces a group to take action that is in accord with the leader's purpose, or the shared purposes of the group (University at Buffalo Leadership Development Center, 2001). Since leadership involves the exercise of influence by one person over others, the quality of leadership exhibited by supervisors is a critical determinant of organizational success (Allen, 1998). Thus, supervisors utilize leadership in order to influence the actions of employees toward the achievement of the goals of the organization. The purpose of this research was to further the study of leadership by examining how work outcomes are affected by perceptions of leadership, especially connective leadership.

Leadership Styles

The topic of leadership has received much research attention over the last 50 years, especially the specific styles of transactional and transformational leadership. Transformational leadership is generally defined as the process of building commitment for major change in the organization's objectives and strategies and influencing major changes in the attitudes and assumptions of organization members (Bass, 1990). Transformational leaders have the ability to inspire and motivate others to do more than they would normally do, despite obstacles and personal sacrifice. This leadership style encompasses four specific characteristics: charisma, inspiration, intellectual stimulation, and individualized consideration. The characteristic of charisma involves leaders'

providing a vision and sense of mission to followers, instilling them with pride in their participation, and gaining the respect and trust of followers. Inspiration, which is often combined with charisma, requires leaders to communicate their high expectations for followers, express important purposes in simplistic ways, and use symbols (e.g., organizational emblems) to focus efforts toward goal attainment. The intellectual stimulation characteristic involves leaders' simply promoting intelligence, rational thinking, and careful problem solving in followers. Individualized consideration requires leaders to coach and advise followers, treat each follower individually, and give them personal attention, which creates, or appears to create, a relationship between the leader and each of the followers. It has been argued that this characteristic is most associated with traditional "feminine" role behaviors because of its focus on socialization and relationship building between superiors and subordinates (Lipman-Blumen, 1992). The transformational leadership style also promotes a collectivistic culture in the organization or group. A collectivistic culture emphasizes the importance of the group and the groups' goals and welfare rather than the individual (Fiske, 2004). "Transformational leaders transform the needs, values, preferences, and aspirations of followers from self to collective interests, causing followers to become highly committed to the leader's mission and make personal sacrifices in the interest of the group" (Walumbwa & Lawler, 2003).

Transactional leadership, an equally popular leadership style in research, is based on transactions between leaders and followers, whereby the leader accomplishes goals by making and fulfilling promises of recognition, pay raises, and advancement for employees who perform well (Bass, 1990). This leadership style has a more traditional

process for goal attainment in which the leader shows followers how they can achieve their personal goals by adopting particular behavior patterns (Landy & Conte, 462). Transactional leadership is considered to be more "male oriented" than transformational leadership due to its traditional task-based focus and lack of attention to social relationships and collective interests (Lipman-Blumen, 1992). "The traditional American concept of leadership is a pastiche based upon a masculine ego-ideal glorifying the competitive, controlling, creative, aggressive, self-reliant individualist" (Lipman-Blumen, 1992, pg. 185). Unfortunately, this type of leadership is better suited to a frontier society, which no longer exists, rather than the interdependent global and organizational environments of current 21st century society (Lipman-Blumen, 1992).

Transactional leadership appears in three forms: contingent rewards, management by exception (active), and management by exception (passive). Contingent reward involves the leader contracting with followers the exchange of rewards for effort toward goal achievement, the promise of rewards for good performance on the job, and recognition for their accomplishments (Bass, 1990). Active management by exception occurs when the leader observes followers, watching for and seeking out deviations from set rules or standards of performance or production, and taking preventative action to maintain these standards. For example, such a manager may examine products for quality and take action to maintain quality before it falls below the company's minimum standard. The passive form of management by exception involves the leader only intervening if the standards are not met by the followers (Bass, 1990). This type of manager may become active only when productivity standards are not met.

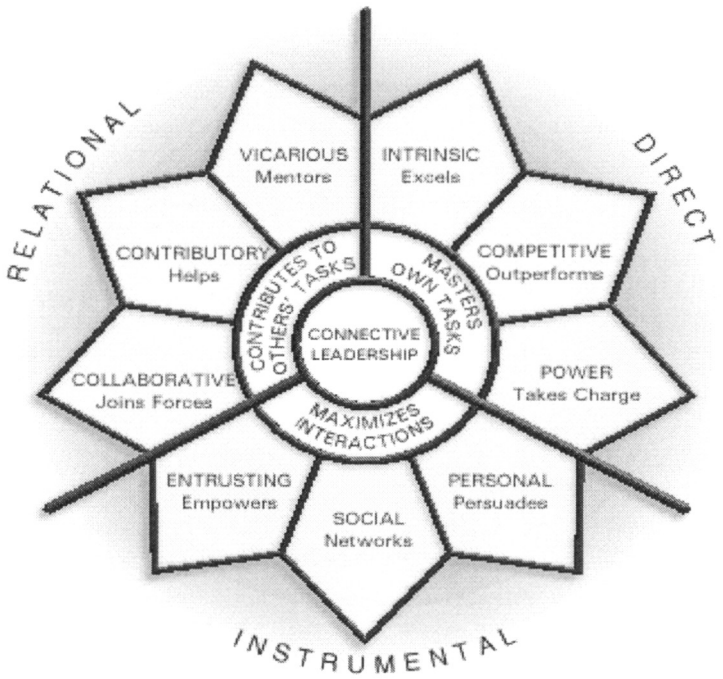
Laissez-faire leadership, which is sometimes perceived as a form of transactional leadership, is defined as non-leadership. This type of leadership occurs when the leader provides followers with little or no direction, allowing them as much freedom as possible. A laissez-faire leader abdicates responsibility and avoids making decisions or resolving problems, leaving such tasks to the followers' discretion.

While both transformational and transactional leadership styles are popular topics of research, connective leadership, which combines elements of transactional and transformational leadership, has received little attention. Connective leadership, first described by Lipman-Blumen in 1992, is characterized by connecting individuals not only to their own tasks and ego drives (i.e., personal motivators), which is similar to transactional leadership behaviors, but also to those of the group and community that depend upon the accomplishment of mutual goals, similar to transformational leadership behaviors. This leadership style specifically focuses on both connection and the acknowledgment of systems of relationships, which bind society in a network of communal responsibilities. Connective leaders share task responsibility, take unthreatened satisfaction (i.e., satisfaction without feeling other's success as a threat to one's self) and pride in the achievements of colleagues and protégés, and experience success without the urge to outdo others. Connective leadership, then, is an integrative style of leading that encompasses transactional and transformational leadership behaviors. Indeed, it has long been argued that the best leaders display both transactional and transformational leadership behaviors, using each style or combinations of such behaviors when appropriate (Bass & Avolio, 1993). However, it is unknown how much

of each style, transactional and transformational, is combined to create connective leadership or if it is situationally determined.

This style of leadership is based on the L-BL Achieving Styles Model (Lipman-Blumen, 1992). Figure 1 displays the components on the model. Lipman-Blumen defines achieving styles as characteristic behaviors that individuals use to accomplish set tasks or goals. These achieving styles combine to create the overall model of connective leadership. This model is comprised of three sets of achieving styles (direct, instrumental, and relational), each of which consists of three individual styles of achievement. The end result is a total of nine distinct styles of achievement that individuals may use to attain a given goal or objective. An individual may use a certain unique blend of these learned behaviors for accomplishing goals, which may be associated with prior success, possibly modifying the emphasis of these behaviors in a given situation for goal attainment. The achieving styles known as "direct" emphasize individualism, self-reliance, self-efficacy, belief in one's ability to perform, power, competition, and creativity, which are also associated with transactional leadership. The individual styles of achievement associated with the "direct" achievement style are intrinsic (self-motivation), competitive (outperforming others), and power (taking charge), all of which represent a more traditionally masculine approach to achievement. The "relational" achievement style focuses on social connections between group members and the accomplishment of communal goals. The individual achievement styles associated with this "relational" factor are collaborative (working together), contributory (helping others), and vicarious mentoring (encouraging and guiding) from the success of others.

Figure 1. L-BL Achieving Styles Model



Adherents to the "instrumental" achievement style use aspects of the self such as wit, charm, skill, or family background, as well as projecting or dramatizing themselves or their task, to attract others to the accomplishment of their goals (Lipman-Blumen, 1992). The individual achieving styles associated with the "instrumental" factor are entrusting (confidence in others), social (networking), and personal (charisma and extraversion). Like "relational" styles, "instrumental" styles of achievement and leadership emphasize interpersonal interactions, group processes, and informal systems which may or may not be for the attainment of personal goals. "Instrumental" achieving styles involve accomplishing tasks through networks of relationships, believing in and entrusting one's vision to others, and thereby empowering others through one's confidence in them. While the "direct" style of achievement is more universally accepted in the workplace, the "relational" and "instrumental" achievement styles, which are

customarily associated with traditional female behavior, are somewhat less accepted (Fletcher, 1999; Lipman-Blumen, 1992). Lipman-Blumen (1992) argues, however, that many women in the workplace may favor these styles of achievement and leadership over others, which may be difficult to sustain without the support of other like-minded coworkers and supervisors.

Connective leadership has some commonalities with other leadership styles. Transformational leadership is similar to connective leadership in transformational leadership's characteristic of individualized consideration, which focuses on building relationships between leaders and followers. This concept is similar to the "relational" achieving styles of connective leadership; however, in connective leadership, the leader not only develops relationships with followers but also helps connect or build relationships between followers, the purpose of which is to promote collaboration for higher achievement (Lipman-Blumen 1992). The achievement style of "instrumental" is related to transformational leadership's individualized consideration, in which the leader conveys trust in the followers (entrusting) and utilizes specifically skilled followers for task accomplishment (networking). This achievement style is also related to transformational leadership's characteristic of charisma, in that the leader uses his or her personality, personal wit, or charm to persuade followers toward a given goal. Transactional leadership shares the individual focus seen in connective leadership's "direct" achievement style in which one seeks to reach goals for personal achievement and rewards associated with that achievement, but lacks the "instrumental" aspect of connecting to others and the "relational" aspect of connecting to others' goals to contribute and collaborate toward the achievement of everyone's goals and objectives. It

is this focus on connecting followers to each other as well as to the leader for the accomplishment of communal goals that distinguishes connective leadership from other leadership styles. Connective leaders build relationships with followers and among followers to focus on the advancement of common goals for the good of the group, which is the defining characteristic that differentiates connective leadership from transactional and transformational leadership.

Perceived Leadership Style Differences in Male and Female Leaders

The supposed differences between men and women in society has linked them with certain leadership styles. Transformational leadership is stereotypically viewed as a feminine leadership style due to its focus on charisma, inspiration, and individualized consideration, and transactional leadership is assumed to be linked to males and masculine behavior because of its focus on competition and individual achievement. Research has shown, however, that this relationship between gender and transactional leadership does not necessarily exist (Hackman et al. 1992); male and female leaders are equally likely to be perceived by followers as exhibiting transactional leadership behaviors. Other research shows a positive relationship between both feminine and masculine characteristics and transformational leadership, with a somewhat stronger positive relationship existing between traditional feminine characteristics and transformational leadership (Hackman et al., 1992). However, when examining employees' perceptions of transformational leadership, Carless (1998) found that subordinates reported no observable differences between male and female leaders' actual use of transformational leadership, which may indicate that subordinates do not rely on stereotyped expectations when rating managers. Van Engen et al. (2001) also found no

differences in perceptions by subordinates between male and female managers in transformational leadership. Thus, research does not appear to show a perceived gender difference in these leadership styles.

An important gap in the leadership literature is the fact that no research on the relationship between gender and connective leadership currently exists. One purpose of this thesis was to examine the relationship between gender and connective leadership. Given connective leadership's focus on the feminine role behaviors of collaboration, care, and community that go beyond transformational leadership's social facet of individual consideration, it is possible that women may be more likely perceived as connective leaders. However, given the findings that there is no gender difference in perceived transformational leadership, male and female leaders may be equally likely to be perceived as using a connective style. Indeed, past research has shown that both males and females have a strong preference for transformational leadership over transactional leadership (Aldoory & Toth, 2004). Given this past research, I hypothesize that there will be no relationship between supervisor gender and perceptions of connective leadership.

Perceived Leadership Styles and Work Outcomes

The effects of transformational and transactional leadership on the work outcomes of employees have been well researched. However, since little research has been conducted on connective leadership, little is known about how this leadership style may affect employees' work outcomes. The work outcomes often focused on in leadership research have been job satisfaction, organizational commitment, and organizational withdrawal (i.e., turnover intentions and burnout). Due to the similarities between transformational and connective leadership, one may hypothesize what relationship

connective leadership might have with these outcomes based on their relationship to transformational leadership. Unfortunately, there is very little research examining the relationship between laissez-faire leadership and work outcomes. What research there is appears to show no relationship between this leadership style and work outcomes. For the purpose of this research, laissez-faire was added as a contrasting dimension to the other leadership styles identified, due to laissez-faire leadership appearing to be a form of "non-leadership."

Previous research has shown that transformational leadership is positively related to employee job satisfaction (Bass, 1990; Bass & Avolio, 1993; Hater & Bass, 1988; Judge & Bono, 2000; Judge & Piccolo, 2004; Pillai, 1995; Podsakoff et al., 1996). Not only are employees who perceive their manager as a transformational leader more satisfied with their jobs but also they are more satisfied with their managers as leaders (Bass, 1990). Podsakoff et al. (1996) found that this relationship was due to the supportiveness of transformational leaders, as well as their clarity of vision and cultivation of common goals. While this relationship is not as strong for transactional leadership, subordinates of such leaders do derive satisfaction from their work in the accomplishment of tasks for organizational rewards, such as monetary bonuses and recognition (Podsakoff et al., 1996). Both female and male subordinates also have reported being more satisfied with transformational leaders than with transactional leaders (Druskat, 1994).

Organizational commitment also appears to be related to transformational leadership. Leader charisma, a characteristic of transformational leadership, has been shown to be positively related to employees' commitment to their organization (Judge &

Bono, 2000; Pillai et al., 1999; Walumbwa & Lawler, 2003). Charismatic transformational leaders inspire and motivate followers by transmitting a sense of mission and vision, while gaining their respect, pride, and trust (Bass, 1990). This characteristic may promote confidence in the leader and commitment to the organization. Individualized consideration may also contribute to organizational commitment by encouraging relationships between leaders and followers, further supporting trust in the leader. The relationship between organizational commitment and transformational leadership appears to be enhanced by organizational identification. This type of identification, which is also known as group or social identification, is defined as a person's concept of himself or herself as a member of the organization, group, or society, as well as others' views of the meaningfulness of the person's membership (Fiske, 2004). Research suggests that employees who highly identify with their organization react positively to leaders who promote the collective good of the group or organization as these activities may lead to a positive social identity (Martin & Epitropaki, 2001). One reason that transformational leaders more positively influence organizational identifiers (e.g., high organizational identifiers have higher organizational commitment) may be because they promote efforts for the sake of collectivist interests.

Research has also shown an inverse relationship between transformational leadership and organizational withdrawal (i.e., turnover intentions and burnout) (Walumbwa & Lawler, 2003). The relationship may be explained by transformational leaders' strong personal identification with followers, which has been shown to reduce withdrawal from the organization (Walumbwa & Lawler, 2003). Again, research shows that organizational identification may affect this relationship. Martin and Epitropaki

(2001) argue that high organizational identifiers respond favorably to transformational leadership behaviors because such behaviors are important in helping followers realize their goals and further enhance their social identity (Martin & Epitropaki, 2001). In contrast, Martin & Epitropaki (2001) found that transformational leadership behaviors did not relate to turnover intentions for low organizational identifiers. The little research that has been conducted on transactional leadership and organizational withdrawal suggests that employees are more likely to withdraw from an organization where transactional leadership behaviors are prevalent (Martin & Epitropaki, 2001).

Since there is little research on connective leadership, one can only speculate based on past research how connective leadership will affect employees' work outcomes. Research has shown that transformational leadership is positively related to job satisfaction because of the supportiveness of transformational leaders and the fostering of group goals common to this leadership style. Connective leadership further encourages supportive behaviors, not only from the leader but from other subordinates as well. Also, the collectivism and concern for group achievement are encouraged more in connective leadership through the "relational" achievement styles, which advocate contribution and collaboration. Furthermore, while transactional leadership's relationship to job satisfaction is not as strong, subordinates under such leadership derive their satisfaction in task accomplishment from organizational rewards. This focus on individual gain is expressed in connective leadership's "directional" achievement styles, which are concerned with personal goal attainment. For these reasons, I hypothesized that perceived connective leadership would also have a positive relationship with job satisfaction for employees.

I also hypothesized that organizational commitment would be positively related to perceptions of connective leadership based on the well-documented relationship between transformational leadership and organizational commitment. Research has demonstrated that this relationship may be associated with transformational leadership's characteristic of individualized consideration, which encourages leaders to develop relationships with individual employees. Connective leadership takes this individualized consideration a step further by advocating relationships not only between leaders and followers but among the followers as well. Making such connections between all members of a group may promote commitment to the organization.

Research has shown a negative relationship between transformational leadership and organizational withdrawal, which may again be explained through the characteristic of individualized consideration. Walumbwa and Lawler (2003) found that the personal identification transformational leaders develop between themselves and followers may reduce withdrawal from organizations. One may gather from previous research that the relationship may even be stronger for connective leaders who develop relationships between themselves and followers, as well as connecting followers to each other. Thus, I hypothesized that perceptions of connective leadership will be related to lower organizational withdrawal.

Given connective leadership is a combination of transactional and transformational leadership, I also predict that participants who perceive their leaders as connective will report more positive outcomes (e.g., higher job satisfaction, higher organizational commitment, lower burnout, and lower turnover intentions) compared to the leadership styles of transformational, transactional, and laissez-faire.

Moderators of Perceived Connective Leadership and Outcomes

Past research suggests that followers' perceptions of leaders may depend on how closely the followers identify with the group or organization. For example, those who are high in group identification may be more positively influenced by transformational leader behaviors because they aid followers in realizing their goals and further enhance their social identity (Martin & Epitropaki, 2001). Given the similarities between transformational and connective leadership, group identification may also be an important factor in the relationship between perceptions of connective leadership and employee outcomes. Connective leaders may positively influence employees high on group identification because of connective leadership's focus on the collectivist ideals of collaborating and contributing efforts for the achievement of group goals and objectives (Lipman-Blumen, 1992). Thus, those high in group identification may be more likely to respond favorably to connective leadership behaviors because it relies on followers working in concert to attain collective goals (Lipman-Blumen, 1992). Following these ideas, I hypothesized that group identification would moderate the relationship between connective leadership and work outcomes, in that employees high on group identification will have more positive work outcomes when they perceive their leader as connective.

Gender may also moderate the relationship between perceptions of connective leadership styles and work outcomes. Given connective leadership's focus on connecting to others and collective achievement, behaviors traditionally associated with feminine role behaviors, women may be particularly positively influenced by collective leaders. Specifically, the achieving styles of "relational" and "instrumental" are both associated with the feminine behaviors of socialization and adaptation, which connective leaders

utilize to achieve communal goals. For this reason, women may respond more positively to connective leadership than do men. Thus I hypothesize that women would show more positive outcomes than would men (e.g., higher job satisfaction, higher organizational commitment, and lower organizational withdrawal) when they perceive their leader as connective.

The Present Study and Summary of Hypotheses

The purpose of the proposed study was to advance the research on connective leadership, which has been largely ignored by researchers in the past. Specifically, I examined the direct relationship between employees' perceptions of connective leadership on work outcomes. In addition, I also examined the role of gender and group identification in this relationship. Finally, I examined the relationship between leader gender and perceptions of connective leadership.

Hypotheses

1. Based on past research, male and female leaders will be equally likely to be perceived as connective leaders.
2. Employees who perceive their supervisor as a connective leader will have more positive work outcomes (e.g., higher job satisfaction, higher organizational commitment, and lower organizational withdrawal) than employees who perceive their supervisor as a transactional, transformational, or laissez-faire leader (non-leader).
3. Women will report more positive work outcomes with leaders they perceive to be connective, compared to men who work with connective leaders.

4. Group identification will moderate the relationship between connective leadership and work outcomes in that employees high on group identification will report better outcomes when they perceive their leader as connective than those low in group identification.

Method

Participants and Procedure

There were 244 participants recruited for the study from psychology, business, and nursing classes at a southern university. The participants were 32% male and 68% females who ranged in age from 17 to 58 with a mean age of 23.34 and a standard deviation of 7.40. The participant pool consisted of 83% undergraduate students and 17% graduate students. Participants were 88% white, 7% African-American, 2% Hispanic, and 1% Asian and ranged in work experience from less than a year to 21 years with a mean of 2.11 years. The type of in which work participants were currently employed were 21.7% retail, 15.2% food service, 13.1% healthcare, 8.6% clerical, 8.6% academia/education, 5.3% childcare, and 27.5% other, which was widely diverse and ranged from lifeguard to engineering consultant. Participants indicated their managers' were 113 males and 126 females. Table 1 displays the distribution of participants and their managers by gender. Participants' leadership ratings indicated that 20% perceived their leader to be transactional, 28% perceived their leader to be transformational, 35% perceived their leader to be connective, and 17% perceived their leader to be laissez-faire.

Table 1. Participants' Gender by Managers' Gender

Participants' Gender	Managers' Gender: Males	Managers' Gender: Females
Males	18%	13%
Females	29%	40%

The survey was administered to participants in class, at which time the researcher explained the purpose, procedure, and the participants' rights involved with completing the study. Participants received extra course credit for their involvement in the study. Once participants read the informed consent sheet, participants who chose to take part in the study (no one refused) were instructed to complete the survey and return it to the researcher (See Appendix A). Consent was considered given if the participant completed the survey, after having read the informed consent sheet, and returned it to the researcher. The survey consisted of several Likert scales measuring the work outcomes of job satisfaction, organizational commitment, thoughts of quitting, and burnout (See Appendix B). Employees' perceptions of leadership, employee demographics, and work information were also collected.

Measurement

Perceptions of Leadership. Employees' perceptions of leadership were assessed using two measures. The four types of leadership (transactional, transformational, connective, and laissez-faire) were defined for participants using a description of behaviors that are common to the given leadership style. Each description was a small paragraph developed for this survey (See Appendix B). The leadership styles were labeled as "leader A," "leader B," "leader C," and "leader D." After reading the leader descriptions, participants were asked to indicate how often their immediate manager or supervisor exhibits the behaviors of the different leadership styles on a response scale from 1 (*never*) to 7 (*always*). Also, the participants were asked to choose what type of leadership behavior their immediate supervisor or manager demonstrates most often.

Group Identification. Riordan and Weatherly's (1999) group identification scale was used to measure group identification in participants. Participants were asked to indicate on a scale of 1 (*strongly disagree*) to 7 (*strongly agree*) the degree to which the statements characterized their identification with their work group. Example items from this scale included, "It is important to me that my coworkers are successful," "Among my coworkers, group members take interest in one another," and "Among the people I work with, there is a lot of team spirit among the members." The complete account of the development and validation of the scale is described in Riordan and Weatherly (1999). This measure had an internal reliability for the present study of .94.

Job Satisfaction. Job satisfaction was measured with items derived from the Michigan Organizational Assessment Questionnaire. Participants were asked to indicate on a scale of 1 (*strongly disagree*) to 7 (*strongly agree*) the extent to which three statements characterize their work. The items for this scale included, "All in all, I am satisfied with my job," "In general, I like working here," and "In general, I don't like my job" (reverse-coded). A complete account of the development and validation of this measure is available in Cammann et al. (1979) and Seashore et al. (1982). This measure had an internal reliability for the present study of .92.

Organizational Commitment. An abbreviated version of Allen and Meyer's (1990) measure was used to assess organizational commitment in participants. Participants' level of affective commitment to their work organization was evaluated using this measure. The instrument required participants to respond to items on a scale ranging from 1 (*strongly disagree*) to 7 (*strongly agree*) based on the degree to which the statement reflects their feelings of commitment to the organization. Examples of these

items included, "I would be very happy to spend the rest of my work life with [the organization]" and "I do not feel a strong sense of belonging to [the organization]" (reverse-coded). This measure had an internal reliability for the present study of .64.

Thoughts of Quitting. Porter, Crampton, and Smith's (1976) measure was used to assess thoughts of quitting. Participants were asked to indicate on a scale of 1 (*strongly disagree*) to 7 (*strongly agree*) how often they think about quitting ("I often think about quitting this job") and whether they would look for another job in the future ("I will probably look for a new job during the next year"). This measure had an internal reliability for the present study of .67.

Burnout. The Oldenburg Burnout Inventory was used to measure job burnout in participants (Demerouti et al., 2001). This inventory assesses two dimensions of job burnout: exhaustion (physical, cognitive, and affective) and disengagement from work. On a scale of 1 (*strongly disagree*) to 7 (*strongly agree*), participants were asked to indicate the degree to which they agree or disagree with a number of statements concerning their job. Example items included, "During my work, I often feel emotionally drained" and "I get more and more engaged in my work" (reverse-coded). Demerouti et al. (2001) present a complete account of the development and validation of this measure. This measure had an internal reliability for the present study of .72.

Negative Affectivity. Dispositional negative affectivity has been shown in previous research to bias the responses of individuals to items in surveys (i.e., participants display a pessimistic view when answering survey items) (Judge & Hulin, 1993; Levin & Stokes, 1989). Therefore, a measure of negative affectivity was also included in the survey as a control for negative bias. The Life Orientation Test (LOT)

developed by Scheier and Carver (1985) was used to measure negative affectivity. This test evaluates dispositional optimism, which is the stance of expecting favorable outcomes; a low score on this scale signifies low optimism, or higher negativity. Participants were asked to indicate the degree to which they agree or disagree with three statements on a scale of 1 (*strongly disagree*) to 7 (*strongly agree*). Items for this scale consisted of "I always look on the bright side of things," "I am optimistic about my future," and "I hardly ever expect things to go my way" (reverse-coded). A complete account of the theoretical and validity of the LOT is available in Scheier and Carver (1985). This measure had an internal reliability for the present study of .72.

General Occupational Stress. Since stress on the job may also negatively bias participants' responses, a measure of general job stress was also included in the survey as a control. General job stress was assessed with the Stress in General Scale (Stanton, Balzer, Smith, Parra, & Ironson, 2001). The scale consisted of ten words or phrases, in which participants were asked to respond with a "yes" if it described their job, "no" if it does not describe their job, or "?" if they were unsure if the word or phrase describes their job. Example items for this scale included "irritating," "hectic," and "relaxing" (reverse-coded). This measure had an internal reliability for the present study of .72.

General School Stress. Also, a measure of school stress was included in the survey as a control. General school stress was assessed with the Stress in General Scale (Stanton, Balzer, Smith, Parra, & Ironson, 2001) adapted to measure stress from school workload. The scale consisted of ten words or phrases, in which participants were asked to respond with a "yes" if it described their school workload, "no" if it does not describe their school workload, or "?" if they were unsure if the word or phrase describes their

school workload. Example items for this scale included "irritating," "hectic," and "relaxing" (reverse-coded). This measure had an internal reliability for the present study of .70.

Results

The means, standard deviations, correlations, and reliability estimates for all variables in this study appear in Table 2. Further analyses were conducted to test the hypotheses; the results of these tests are reported below.

Hypothesis 1 did not make a prediction concerning the relationship between gender and perceptions of connective leaders. To examine the first hypothesis, I conducted an independent samples *t*- test to determine whether male and female leaders were equally likely to be perceived as connective. The results of this test indicated that women were significantly more likely to be perceived as connective leaders compared to men (M=4.63 for women and M=4.10 for men, $t(220.97)= -2.07$, $p<.05$), disconfirming Hypothesis 1.

Hypothesis 2 stated that employees who perceive their supervisor as a connective leader will report more positive work outcomes (e.g., higher job satisfaction, higher organizational commitment, and lower organizational withdrawal) than employees who perceive their supervisor as a transactional, transformational, or laissez-faire leader (non-leader). To examine this hypothesis, I performed a series of one-way analysis of variance (ANOVA). Table 3 shows the means on each of the work outcomes (job satisfaction, organizational commitment, job burnout, and thoughts of quitting) as a function of each leadership style. Results of these tests showed that there was a significant difference in means in perceived leadership style for job satisfaction $F(3, 234)= 11.70$, $p< .001$, commitment to the organization $F(3, 234)= 4.69$, $p <.001$, job burnout $F(3, 234)= 6.99$, $p< .001$, and thoughts of quitting $F(3, 234)= 7.99$, $p< .001$. Post hoc tests revealed that participants who perceived their leader as connective reported more positive outcome.

Table 2. Means, Standard Deviations, Correlations, and Reliability Estimates of the Predictor, Moderator, Control and Criterion Variables

Variable	Mean	SD	1	2	3	4	5	6	7	8	9	10	11	12
1. Transactional Leadership	3.32	1.95	N/A											
2. Transformational Leadership	4.43	1.87	.13*	N/A										
3. Connective Leadership	4.39	1.94	-.04	.59**	N/A									
4. Laissez-faire Leadership	3.03	2.01	-.02	-.47**	-.42**	N/A								
5. Negative Affectivity	5.50	1.08	-.04	.13*	.21**	-.06	(.72)							
6. School Stress	1.23	.43	-.01	-.12	-.18	.05	-.03	(.70)						
7. Job Stress	1.48	.28	.01	-.05	-.06	.10	.05	.07	(.72)					
8. Job Satisfaction	5.41	1.38	-.13*	.38**	.43**	-.30**	.19**	-.08	-.04	(.92)				
9. Organizational Commitment	3.17	1.48	-.13	.28**	.29**	-.16*	.17**	-.01	.07	.63**	(.64)			
10. Thoughts of Quitting	3.67	1.72	.13*	-.03**	-.33**	.25**	-.16*	.08	-.04	-.71**	-.57**	(.67)		
11. Job Burnout	3.91	.90	.14*	-.35**	-.33**	.26**	-.19**	.06	-.04	-.67**	-.62**	.63**	(.72)	
12. Group Identification	5.31	1.10	-.09	.27**	.25**	-.23**	.25**	-.04	-.07	.39**	.44**	-.27**	-.37**	(.94)

Note: *p<.05, **p<.01. Scale reliabilities (alphas) are along the diagonal.

compared to those who perceived their leader as laissez-faire or transactional, partially confirming Hypothesis 2. Contrary to the hypothesis, no significant difference was found between connective and transactional leadership for the outcomes of organizational commitment and burnout. Finally, there was no significant difference between connective and transformational leadership on any of the work outcomes (See Table 3), also partially disconfirming Hypothesis 2.

Table 3. Means on Outcomes as a Function of Leadership Style

	Job Satisfaction	Organizational Commitment	Job Burnout	Thoughts of Quitting
Connective	5.94^{a}	3.43^{a}	3.68^{a}	3.07^{a}
Transformational	5.52^{ab}	3.40^{ab}	3.76^{a}	3.71^{ac}
Transactional	4.99^{bc}	2.77^{abc}	4.11^{ab}	4.03^{bc}
Laissez-Faire	4.60^{c}	2.61^{bc}	4.36^{b}	4.53^{bc}

Note: Means in **columns** with similar superscripts are not significantly different

Due to the consistent similarities between connective and transformational leadership, I conducted a follow-up regression analysis to better assess the unique effect of connective leadership on the work outcomes. In these analyses, I regressed the work outcomes on connective leadership while controlling for transformational leadership, as well as negative affectivity, job stress, and school stress (other variables that could affect work outcomes). The results of these analyses appear in Table 4. The results indicated that connective leadership was a significant predictor of job satisfaction (standardized $\beta =$ .27, $p<.01$) and organizational commitment (standardized $\beta = .18$, $p<.05$), after

Table 4. Results of Multiple Regression Analysis Examining Connective Leadership and Work Outcomes While Controlling for Transformational Leadership, Negative Affectivity, School Stress, and Job Stress

Variable	Job Satisfaction[a]			Thoughts of Quitting[b]			Organizational Commitment			Job Burnout[d]		
	B	SE(B)	β	B	SE(B)	β	B	SE(B)	β	B	SE(B)	β
Negative Affectivity	.13	.08	.11	-.18	.11	-.10	.12	.09	.09	-.12	.05	-.14**
School Stress	-.01	.21	-.004*	.14	.28	.03	.17	.23	.06	.01	.14	.11
Job Stress	-.02	.28	-.00	-.34	.38	-.06	.56	.32	.16	-.17	.19	-.06
Transformational Leadership	.17	.06	.23**	-.27	.08	-.28**	.16	.07	.20**	-.13	.04	-.26**
Connective Leadership	.99	.06	.27**	-.06	.08	-.05	.14	.07	.18*	-.07	.04	-.15

Note: [a]R^2 =.23, p<.01, [b]R^2 = .13, p<.01, [c]R^2 = .14, p<.01, [d]R^2 = .18, p<.01, *p< .05, **p< .01.

controlling for transformational leadership, negative affectivity, job stress, and school stress.

To examine Hypothesis 3, I conducted a series of independent samples *t*- tests to determine whether women would report more positive outcomes with leaders they perceived to be connective compared to men who worked with perceived connective leaders. The results of the *t*-tests indicated that women were no more likely than men to have better work outcomes when they perceived their leader as connective (job satisfaction for men M= 5.61 and women M= 6.09, $t(35.59)$= -1.62, p= n.s., organizational commitment for men M= 3.13 and women M= 3.56, $t(38.36)$= -1.13, p= n.s., burnout for men M= 3.90 and women M= 3.61, $t(42.56)$= 1.32, p=n.s., and thoughts of quitting for men M= 3.48 and women M= 2.91, $t(45.50)$= 1.55, p= n.s).

Hypothesis 4 stated that group identification will moderate the relationship between connective leadership and work outcomes in that employees high on group identification will report better outcomes when they perceive their leader as connective than those low in group identification. A series of multiple regression analyses were conducted to examine group identification as a moderator of the relationship between connective leadership and work outcomes. The results of these analyses appear in Table 5. After controlling for negative affectivity, job stress, and school stress, there were significant main effects on all work outcomes for both connective leadership and group identification. The more participants perceived their leader as connective, the higher their job satisfaction (standardized β = .35, p< .001) and organizational commitment (standardized β = .22, p<.01) and the lower their thoughts about quitting (standardized β = -.19, p< .01) and job burnout (standardized β = -.24, p< .001). The main effects for

Table 5. Results of Multiple Regression Analysis Examining Group Identification as a Moderator of Connective Leadership and Work Outcomes.

Variable	Job Satisfaction[a]			Thoughts of Quitting[b]			Organizational Commitment[c]			Job Burnout[d]		
	B	SE(B)	β	B	SE(B)	β	B	SE(B)	β	B	SE(B)	β
Negative Affectivity	.04	.08	.03	-.10	.11	-.06	.02	.09	.03	-.05	.05	-.07
School Stress	-.11	.21	-.03	.24	.28	.06	.13	.22	.04	.05	.14	.02
Job Stress	.01	.27	.001	-.37	.38	-.07	.68	.30	.14**	-.21	.19	-.07
Connective Leadership	.26	.05	.35***	-.17	.08	-.19**	.17	.05	.22 **	-.12	.03	-.24***
Group Identification	.37	.08	.28***	-.34	.12	-.21**	.55	.09	.40***	-.26	.06	-.31***
Connective Leadership × Group Identification	-.09	.04	-.13*	.05	.06	.06	.03	.04	.04	.01	.03	.03

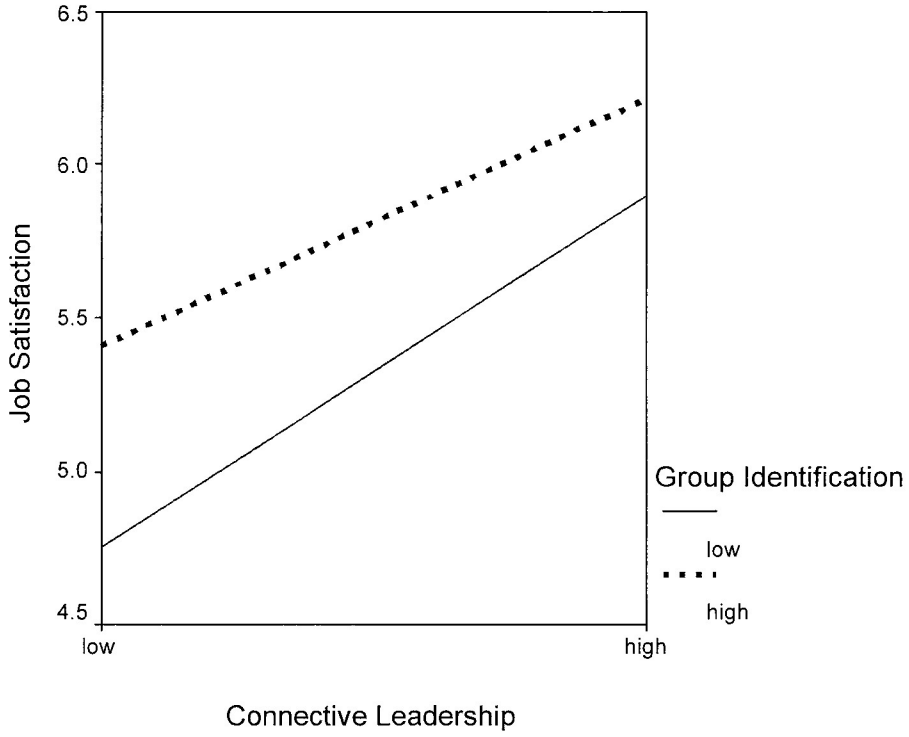
Note: [a]R^2 =.31, p<.01, [b]R^2 = .13, p<.01, [c]R^2 = .25, p<.01, [d]R^2 = .22, p<.01, *p< .05, **p< .01, ***p< .001

group identification and work outcomes were similar, showing group identification to be positively related to job satisfaction (standardized $\beta = .29$, $p<.001$) and organizational commitment (standardized $\beta = .40$, $p<.001$) and negatively related to thoughts of quitting (standardized $\beta = -.21$, $p<.01$) and burnout (standardized $\beta = -.31$, $p<.001$).

The main effects for connective leadership and group identification on job satisfaction were qualified by a connective leadership × group identification interaction (standardized $\beta = -.13$, $p<.05$) on this outcome. This interaction appears in Figure 2. As seen in the figure, employees both high and low on group identification reported higher job satisfaction the more they perceived their leader as connective. However, this relationship is especially pronounced for individuals low in group identification. This finding is the opposite of the original hypothesis (that participants high in group identification would report better work outcomes when they worked with connective leaders), thus, the interaction only partially supports Hypothesis 4. There were no significant interactions for connective leadership and group identification on the remaining work outcomes.

In sum, results showed that women were indeed perceived to be connective leaders more often than men. Connective leadership was also related to positive outcomes (e.g., higher job satisfaction, higher organizational commitment, and lower organizational withdrawal) and was found to be similar to transformational leadership, but significantly different from laissez-faire leadership for all the work outcomes. Connective leadership was significantly different from transactional leadership for the work outcomes of job satisfaction and thoughts of quitting, but similar to transactional leadership for the work outcomes of organizational commitment and job burnout. There

Figure 2. Interaction Effect of Connective Leadership × Group Identification on Job Satisfaction



was no gender difference in reports of positive work outcomes for those perceiving their leader to be connective. Thus, when they perceived their leader to be connective men and women, they were equally likely to report positive outcomes. Group identification moderated the relationship between connective leadership and work outcomes for job satisfaction only, in that participants low in group identification were more satisfied with their job the more they perceived their leader to be connective.

Discussion

The purpose of this research was to further the study of leadership by examining how work outcomes are affected by perceptions of connective leadership and expand our knowledge of this lesser known theory of leadership. It has long been argued that the best leaders display both transactional and transformational leadership behaviors, using each style or combinations of such behaviors as necessary (Bass & Avolio, 1993). These two styles of leadership are combined in connective leadership. This style of leadership is characterized by connecting individuals not only to their own tasks and personal motivators (transactional leadership) but also to those of the group and community that depend upon the execution of common goals (transformational leadership) (Lipman-Blumen, 1992). Connective leaders are those who share in responsibility for tasks, take satisfaction in other people's success, are proud of the achievements of colleagues and protégés, and experience success without feeling competitive. This style of leadership is also seen as a mixture of traditionally masculine and feminine role characteristics (Lipman-Blumen, 1992).

Connective leadership is based on the L-BL Achieving Styles Model. This model describes characteristic behaviors individuals use to accomplish set tasks or goals and is comprised of three styles of achievement: direct, instrumental, and relational (Lipman-Blumen, 1992). The achievement style known as "direct" is characterized by individualism, self-reliance, self-efficacy, power, competition, and creativity, which are viewed as traditionally masculine role behaviors and generally associated with transactional leadership. The "instrumental" achievement style is exemplified by the use of aspects of the self (e.g., skill, family background, personal charm, or wit) to attract and

motivate followers in the achievement of their tasks (Lipman-Blumen, 1992). The "relational" achievement style focuses on collaboration with, contributing to, and receiving a vicarious sense of accomplishment from the achievement of those around them. The achievement styles of "instrumental" and "relational" are generally associated with traditionally feminine role behaviors and are related to transformational leadership. Thus, connective leadership combines transactional and transformational leadership into an integrative and more comprehensive leadership theory, as well as adds the concept of creating relationships between leaders and followers and between followers themselves for the achievement of mutual goals.

The hypotheses of this study were both confirmed and disconfirmed by the data. Two of the three achievement styles ("relational" and "instrumental"), which comprise connective leadership, are traditionally associated with feminine role behaviors. However, transformational leadership, which is quantitatively very similar to connective leadership, has been shown to be equally associated with male and female managers as perceived by subordinates (Carless, 1998; Engen et al., 2001). Therefore, it was hypothesized that male and female supervisors would be equally likely to be perceived as connective leaders. This hypothesis was disconfirmed. Women were perceived as connective leaders more often than men. This result suggests that connective leadership may have distinctive components not found in transformational leadership. This finding, then, has interesting implications for the area of leadership studies and suggests that connective leadership may be a unique leadership style, one that is utilized but rarely researched. However, it remains unclear whether employees equate women with this leadership style because of its emphasis on relationship building and collective

achievement. (Are women really more likely to use this leadership style or do employees automatically associate connective leadership with women?) Future research should explore this link between gender and connective leadership.

I also hypothesized that women would be particularly positively influenced by connective leaders given connective leadership's focus on connecting to others and collective achievement, behaviors traditionally associated with feminine role behaviors. This hypothesis was not confirmed by the data. Women and men were equally likely to report positive work outcomes with leaders they perceived to be connective. The lack of gender difference here suggests that men may respond just as positively as women to connective leaders. These results suggest, then, that connective leadership is not just appropriate for women but has qualities from which both men and women can benefit.

Additionally, I hypothesized that employees who perceived their supervisor as a connective leader would report more positive work outcomes (e.g., higher job satisfaction, higher organizational commitment, and lower organizational withdrawal) than employees who perceive their supervisor as a transactional, transformational, or laissez-faire leader. There was a general trend found in favor of this hypothesis. Those perceiving their leaders as connective tended to have better outcomes, in general, than those who did not perceive their leader as connective. However, there was no difference found between the leadership styles of connective and transformational for any of the work outcomes. This result may be due to the similarities between the two leadership styles and the lack of refined distinction concerning the differences between them. Because these styles appeared so similar, I conducted additional analyses to examine the unique effect of connective leadership on work outcomes for employees. These findings

suggest that perceptions of connective leadership are related to higher job satisfaction and commitment to the organization, even after controlling for transformational leadership. Employees who perceived their leader as connective also reported being more satisfied with their job and thought less about quitting than those who perceived their leader to be transactional. Thus, employees appear to be more positively affected by being led by connective leaders than transactional leaders. Finally, connective leadership was found to be significantly different from laissez-faire leadership for all the work outcomes. This may be due to the fact that laissez-faire leadership is essentially non-leadership, where the leader offers no guidance, and leaves subordinates to make decisions and solve problems on their own. Connective leadership, in contrast, requires a leader to be very involved with followers, even at a personal level, guiding, directing, and working together with others to solve problems. As a whole, these findings examining the differences between connective, transactional, transformational, and laissez-faire leadership styles on work outcomes suggest that connective leadership may be a qualitatively different leadership style that relates to important job outcomes for employees. These results also add to the current literature on leadership in suggesting that another leadership style, connective, may be just as effective, if not more so, than transformational, which is currently considered the most effective style of leadership. These findings also better define the relationship between connective and transactional leadership as well as describe where they differ in relation to employees' work outcomes.

The final hypothesis concerned group identification's link between connective leadership and work outcomes. Past research suggested that followers' perceptions of leaders might depend on how closely the followers identify with the group or

organization. Martin & Epitropaki (2001) found that those high in group identification were more positively influenced by transformational leader behaviors because they aid followers in realizing their goals and further enhance their social identity. Given the similarities between transformational and connective leadership, group identification was hypothesized to be an important factor in the relationship between perceptions of connective leadership and employee outcomes. I predicted that group identification would moderate the relationship between connective leadership and work outcomes in that employees high on group identification would report better outcomes when they perceive their leader as connective than those low in group identification. This result was found only for the outcome of job satisfaction. However, contrary to the original hypothesis, the relationship was stronger for low group identifiers; the more low-identifying group members perceived their leader as connective, the more satisfied they were. It is possible that individuals low in group identification identify with the group through the relationship with they have with their connective leader, which brings them satisfaction with their job. If for some reason they are not able or do not want to identify with others in the group, low identifiers may substitute their relationship with the group with their relationship with their leader and use that relationship to derive satisfaction from their job. Further research on connective leadership and group identification should examine this possibility.

Future Considerations. There are many areas of connective leadership still remaining to be explored. Future research should examine connective leadership theory in an actual organization to explore the link between perceptions of connective leadership and work outcomes in real organizational settings. In such an organization, workers tend

to be older (not in their late teens or early twenties and still working on their education) and are often highly invested in their careers. Studying invested employees in real-world organizations may produce more accurate findings concerning perceived leadership and work outcomes. Future research might also focus on how connective leadership relates to different types of organizations (e.g., nonprofit v. for-profit organizations; individualistic v. team-based organizations) and possibly organizations in different cultures (individualistic v. collectivistic). I would expect nonprofit organizations, team-based organizations, and organizations in collective cultures to report more positive work outcomes and generally respond more positively to connective leaders. Such environments emphasize collective rather than individual achievement, which connective leadership exemplifies.

Researchers might also investigate if connective leadership can be learned or if it is an innate ability. If connective leadership can be learned, training leaders to be connective may be a good way to further develop effective leadership in management. This leadership style may be especially useful in team-based organizations because of the importance that these organizations place on mutual achievement within groups and the cultivation of relationship among group members. Connective leadership training may also be beneficial to team productivity. The link between connective leadership training, teams, and group productivity is another area that could benefit from more research.

In addition, researchers may want to explore the theory itself to gain a better understanding of how connective leadership works. Such efforts might be able to answer the questions concerning the differences between connective and transformational leadership, how much the theory consists of transactional and transformational

leadership, and the degree to which connective leadership is situationally determined. It has been suggested that an individual may use a certain unique blend of the achievement styles for accomplishing goals and can modify the emphasis of these behaviors for goal attainment (Lipman-Blumen, 1992). This proposition suggests that the use of the achievement styles model may vary with a given situation. Perhaps connective leadership may be most beneficial in situations where morale is low and more group socialization is needed. Thus, a connective leader may use a more "relational" achievement style to raise the morale of the group or use more of the "instrumental" achievement style to inspire or motivate the group. Since it is unknown if or how much this leadership style is determined by the situation, it is also unclear if situational factors affect how employees perceive connective leaders. These are all areas for future research to address.

Limitations. One limitation of the findings is the generalizability of the results. Because the sample consisted primarily of white college students, the applicability of these findings outside an academic setting (e.g., the general public or corporate organizations) is limited. Students do not typically work in positions in which they intend to make a career. Studying an organization with older workers, who are invested in their careers, would help with this problem.

Another limitation is the measurement of the constructs. The exact difference between transformational and connective leadership is not well defined, and the two styles appear to overlap substantially; therefore, the definitions used to describe connective and transformational leadership were somewhat similar and may have been confusing to participants. This similarity might have added some ambiguity to the differences between the two types of leadership and may explain why there was so much

overlap found between connective and transformational leadership in this study. Future research should seek to differentiate between the two styles of leadership and better define the distinctions between them.

The correlational nature of the study is also a limitation. While it has been established that there is a relationship between connective leadership and positive work outcomes, it cannot be determined if connective leadership is the cause of these outcomes. Future research should incorporate longitudinal or experimental designs to explore the causal link between connective leadership and work outcomes.

Conclusions. This study extends our understanding of connective leadership and its effects on employees, a subject that has been largely ignored in previous studies. This study has shown that the lesser known style of connective leadership is associated with positive work outcomes and has the potential to be very beneficial to employees and organizations alike. Future research on the topic of connective leadership might further broaden what is known about this leadership style and help refine the specific distinctions between it and other leadership styles, such as transformational and transactional leadership.

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Appendix A

Informed Consent

Workplace Experience Survey

We appreciate your participation and hope that this survey experience is interesting for you.

You are being asked to complete this survey because of your current work experience. The survey asks about some of your work experiences as well as your mood, general well-being, and leadership perceptions.

We appreciate your cooperation, as it is very important to the success of this project. We emphasize that your answers are ANONYMOUS. The researchers will only report anonymous summaries of survey responses, reported in the form of statistical averages and frequencies that combine many people's data. YOU WILL NEVER BE IDENTIFIABLE in any report based on this survey. We recognize that some of the questions in this survey are personal, and we want you to be confident that your privacy will be protected.

As a research participant you have certain rights. For example, you should know that you have the right to not fill out this survey, and you may skip any question that makes you uncomfortable. Also, you may withdraw from the study at any time without consequences. The return of this survey will serve as your consent to participate and that you understand your rights. We certainly hope you that you will complete the survey with your most thoughtful and honest answers, whatever these may be.

If you have any questions about this survey, please contact Melisa Appleby at Melisa.Appleby@wku.edu of (615) 944-2672 or Dr. Kathi Miner-Rubino at kathi.miner-rubino@wku.edu or (270) 745-6390.

This project has been reviewed and approved by the Western Kentucky University Human Subjects Review Board. Should you have questions about your rights as a research participant, please contact Dr. Phillip Myers, Human Protections Administrators at (270) 745-4652 or phillip.myers@wku.edu. You may also reach him at the Office of Sponsored Programs, 106 Foundation Building, Western Kentucky University, 1 Big Red Way, Bowling Green, KY 42101.

This survey will take about 10-15 minutes to complete. When you are done, please return the survey to the researcher.

Thank you for participating in this important project!

Appendix B

Survey

Demographics

1. Age: _____

2. ( ) Male ( ) Female

3. Ethnic Heritage you most closely identify with (choose one):
   - ( ) Asian, Asian American, or Pacific Islander
   - ( ) Black, African, or African American
   - ( ) Hispanic or Hispanic American
   - ( ) Middle Eastern, Arab, or Arab American
   - ( ) Native American, or Alaskan Native
   - ( ) White, European, or European American
   - ( ) Other (please specify _____)

4. Religion (choose one):
   - ( ) Catholic
   - ( ) Protestant
   - ( ) Other Christian
   - ( ) Jewish
   - ( ) Hindu
   - ( ) Muslim
   - ( ) Other non-Christian
   - ( ) Agnostic
   - ( ) None

5. Marital/ Partnership status:
   - ( ) Single
   - ( ) Married or Partnered
   - ( ) Divorce, Separated, or Widowed

6. Number of children you care for in your home: _____

7. Do you have a disability that is apparent to others?
   - ( ) Yes ( ) No

8. How do you define your sexual orientation?
   - ( ) Completely homosexual, lesbian, or gay
   - ( ) Mostly homosexual, lesbian, or gay
   - ( ) Bisexual
   - ( ) Mostly heterosexual
   - ( ) Completely heterosexual
   - ( ) Other (please specify: _____)

Your Life in General

Please indicate the extent to which you agree or disagree with the following statements.

	Strongly Disagree	Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Agree	Strongly Agree
1. I always look on the bright side of things.	1	2	3	4	5	6	7
2. I'm optimistic about my future.	1	2	3	4	5	6	7
3. I hardly ever expect things to go my way.	1	2	3	4	5	6	7

During the PAST WEEK, have you been distressed by…

	Not at all	A little bit	Moderately	Quite a bit	Extremely
1. Nervousness or shakiness inside.	0	1	2	3	4
2. Feeling easily annoyed or irritated.	0	1	2	3	4
3. Thoughts of ending your life.	0	1	2	3	4
4. Suddenly scared for no reason.	0	1	2	3	4
5. Temper outbursts that you could not control.	0	1	2	3	4
6. Feeling lonely.	0	1	2	3	4
7. Feeling tense or keyed up.	0	1	2	3	4
8. Having urges to beat, injure, or harm someone.	0	1	2	3	4
9. Feeling blue.	0	1	2	3	4
10. Feeling no interest in things.	0	1	2	3	4
11. Feeling fearful.	0	1	2	3	4
12. Having urges to break or smash things.	0	1	2	3	4
13. Spells of terror or panic.	0	1	2	3	4
14. Feeling hopeless about the future.	0	1	2	3	4
15. Getting into frequent arguments.	0	1	2	3	4
16. Feeling so restless you couldn't sit still.	0	1	2	3	4
17. Feelings of worthlessness.	0	1	2	3	4

How would you describe your SCHOOL WORKLOAD MOST OF THE TIME? For each word or phrase circle "yes" if the word describes your school workload, "no" if it does not, and "?" if you can't decide.

1. Irritating	**NO**	**?**	**YES**
2. Pressured	**NO**	**?**	**YES**
3. Hectic	**NO**	**?**	**YES**
4. Comfortable	**NO**	**?**	**YES**
5. Hassled	**NO**	**?**	**YES**
6. Many things stressful	**NO**	**?**	**YES**
7. Calm	**NO**	**?**	**YES**
8. Relaxed	**NO**	**?**	**YES**
9. Under control	**NO**	**?**	**YES**
10. Overwhelming	**NO**	**?**	**YES**

Your Work

1. Are you currently employed?
   ( ) Yes ( ) No

2. About how many hours do you work per week? _____

3. How long have you worked at your current job? _____ Years (please round to the nearest year. To indicate less than 6 months, write 0.)

4. What type of job do you currently have (i.e. health care, retail, manufacturing, clerical, etc.)?
   _____

5. What is your position or job title: _____
6. Is your immediate supervisor or manager you work most often with…
   ( ) Male ( ) Female

7. Are the people you work with (coworkers) during a normal workday:
   ( ) Almost all men
   ( ) More men than women
   ( ) About equal numbers of men and women
   ( ) More women than men
   ( ) Almost all women

Please rate the degree to which you agree or disagree with the following statements about your job.

	Strongly Disagree	Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Agree	Strongly Agree
1. All in all, I am satisfied with my job.	1	2	3	4	5	6	7
2. I often think about quitting this job.	1	2	3	4	5	6	7
3. I would be very happy to spend the rest of my work life at this job.	1	2	3	4	5	6	7
4. The company I work for strongly considers my goals and values.	1	2	3	4	5	6	7
5. It would be very hard for me to leave this job now, even if I wanted to.	1	2	3	4	5	6	7
6. I will probably look for a new job during the next year.	1	2	3	4	5	6	7
7. Too much in my life would be disrupted if I decided I wanted to leave this job now.	1	2	3	4	5	6	7
8. The company I work for values my contribution to their success.	1	2	3	4	5	6	7
9. I do not feel a strong sense of belonging to the company I work for.	1	2	3	4	5	6	7
10. In general, I like working here.	1	2	3	4	5	6	7

	Strongly Disagree	Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Agree	Strongly Agree
11. The company I work for really cares about me.	1	2	3	4	5	6	7
12. The company I work for has a great deal of personal meaning to me.	1	2	3	4	5	6	7
13. I feel I have too few options to consider leaving this job.	1	2	3	4	5	6	7
14. In general, I don't like my job.	1	2	3	4	5	6	7

To what extent do you agree or disagree with the following statements?

	Strongly Disagree	Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Agree	Strongly Agree
1. I always find new and interesting aspects in my job.	1	2	3	4	5	6	7
2. There are days that I already feel tired before I go to work.	1	2	3	4	5	6	7
3. More and more often, I talk about my job in a negative way.	1	2	3	4	5	6	7
4. I can stand the pressure of my job well.	1	2	3	4	5	6	7
5. Lately, I tend to think less during my job and just execute it routinely.	1	2	3	4	5	6	7
6. After work, I usually have enough energy for fun and leisure activities.	1	2	3	4	5	6	7
7. During my job, I often feel emotionally drained.	1	2	3	4	5	6	7
8. Sometimes, I feel really disgusted with my job.	1	2	3	4	5	6	7
9. After work, I usually feel worn out and weary.	1	2	3	4	5	6	7
10. I get more and more engaged in my job.	1	2	3	4	5	6	7
11. When I'm at my job, I usually feel energized.	1	2	3	4	5	6	7
12. I cannot imagine another job for myself.	1	2	3	4	5	6	7

What is your JOB like MOST OF THE TIME? For each word or phrase circle "yes" if the word describes your job, "no" if it does not, and "?" if you can't decide.

1. Irritating	**NO**	**?**	**YES**
2. Pressured	**NO**	**?**	**YES**
3. Hectic	**NO**	**?**	**YES**
4. Comfortable	**NO**	**?**	**YES**
5. Hassled	**NO**	**?**	**YES**
6. Many things stressful	**NO**	**?**	**YES**
7. Calm	**NO**	**?**	**YES**
8. Relaxed	**NO**	**?**	**YES**
9. Under control	**NO**	**?**	**YES**
10. Overwhelming	**NO**	**?**	**YES**

What is your job like MOST OF THE TIME? For each phrase circle "yes" if the word describes your job, "no" if it does not, and "?" if you can't decide.

1. Employees praise each other for good work.	**NO**	**?**	**YES**
2. Employees suggestions are ignored.	**NO**	**?**	**YES**
3. Employees put each other down.	**NO**	**?**	**YES**
4. Employees treat each other with respect.	**NO**	**?**	**YES**
5. Employees treat each other fairly.	**NO**	**?**	**YES**
6. Employees help each other out.	**NO**	**?**	**YES**
7. Employees' hard work is appreciated.	**NO**	**?**	**YES**

During the PAST YEAR, has a supervisor, manager, or coworker…

	Never	Once	A few times	Frequently
1. Put you down or been condescending to you?	0	1	2	3
2. Made insulting or disrespectful remarks to you?	0	1	2	3
3. Made jokes at your expense?	0	1	2	3
4. Accused you of stupidity or incompetence?	0	1	2	3
5. Interrupted or spoke over you?	0	1	2	3
6. Ignored you or failed to speak to you (for example, "the silent treatment")?	0	1	2	3
7. Yelled, shouted, or swore at you?	0	1	2	3
8. Given you hostile looks, stares, or sneers?	0	1	2	3
9. Addressed you inappropriately or unprofessionally?	0	1	2	3
10. Physically threatened or bullied you?	0	1	2	3

What was the gender of the person who did this most often?
( ) Male ( ) Female

Was the person who did this most often a:
( ) supervisor/manager ( ) coworker

Your Observations

During the PAST YEAR, have you <u>OBSERVED</u> any supervisor, manager, or coworker…

	Never	Once	A few times	Frequently
1. Put down or be condescending to a				
Female coworker?	0	1	2	3
Male coworker?	0	1	2	3
2. Make insulting or disrespectful remarks to a				
Female coworker?	0	1	2	3
Male coworker?	0	1	2	3
3. Make jokes about a				
Female coworker?	0	1	2	3
Male coworker?	0	1	2	3
4. Make accusations of stupidity or incompetence to a				
Female coworker?	0	1	2	3
Male coworker?	0	1	2	3
5. Interrupt or speak over a				
Female coworker?	0	1	2	3
Male coworker?	0	1	2	3
6. Ignore or fail to speak to a				
Female coworker?	0	1	2	3
Male coworker?	0	1	2	3
7. Yell, shout at, or swear at a				
Female coworker?	0	1	2	3
Male coworker?	0	1	2	3
8. Give hostile looks, stares, or sneers to a				
Female coworker?	0	1	2	3
Male coworker?	0	1	2	3
9. Address inappropriately or unprofessionally a				
Female coworker?	0	1	2	3
Male coworker?	0	1	2	3
10. Physically threaten or bully a				
Female coworker?	0	1	2	3
Male coworker?	0	1	2	3

What was the gender of the person who did this most often?
( ) Male ( ) Female

Was the person who did this most often a:
( ) supervisor/manager ( ) coworker

To what extent do you agree or disagree with the following statements?

	Strongly Disagree	Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Agree	Strongly Agree
1. It is important to me that others think highly of my coworkers.	1	2	3	4	5	6	7
2. It is important to me that others do not criticize my coworkers.	1	2	3	4	5	6	7

	Strongly Disagree	Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Agree	Strongly Agree
3. It is important to me that my coworkers are successful.	1	2	3	4	5	6	7
4. It is important to me that I am a member of my work group.	1	2	3	4	5	6	7
5. It is important to me that my coworkers are acknowledged for their success.	1	2	3	4	5	6	7

Leadership at Work

Below are descriptions of four basic kinds of leadership styles. Please read the descriptions and answer the questions that follow.

1. **Leader "A"** gets things done by promising and/or rewarding good work and threatening discipline for poor work on the job. This kind of leader has a "this for that" leadership style, meaning they promise or threaten "this" outcome for "that" performance on the job.

2. **Leader "B"** inspires and motivates workers to do more than they would normally do and communicates high expectations. This leader promotes problem solving in workers and treats each employee individually.

3. **Leader "C"** gives each worker personal attention and helps them connect to others in the group, so that everyone works toward a common goal. This kind of leader shares responsibility, takes pride in the accomplishments of other workers, and enjoys success without getting competitive.

4. **Leader "D"** gives little or no direction to workers. This leader makes the workers determine goals, make decisions, and resolve problems on their own without the leader's help. This leader has basically no leadership.

How often does the supervisor/manager you work with most often use each leadership style?

	Never	Rarely	Sometimes	Not Sure	Occasionally	Quite a bit	Always
1. Type "A" leadership style	1	2	3	4	5	6	7
2. Type "B" leadership style	1	2	3	4	5	6	7
3. Type "C" leadership style	1	2	3	4	5	6	7
4. Type "D" leadership style	1	2	3	4	5	6	7

If you had to pick, what type of leader is your supervisor/manager MOST like?

_____ **Type "A"** _____ **Type "B"**

_____ **Type "C"** _____ **Type "D"**

Thank you for participating in this study!